



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Kern County has a high population of residents, who are employed by companies related to agriculture, food production, and energy production. These industries are considered essential by the State of California; therefore, the economic impact of COVID-19 may have been less than what other areas have experienced. However, due to the extended shelter-in-place and quarantine, the Edison Elementary School District Families have been negatively impacted by shut-downs, lay-offs, and furloughs. According to 2019 statistics, 20.5% of Kern County Residents live in poverty. Due to the COVID-19 pandemic this percentage is expected to increase. Data shows that over the past several months there has been an increase in the number of people experiencing homelessness. A count conducted in January 2020 indicated there were approximately 1,580 homeless individuals across the county, with the majority of them living in Bakersfield.

The impact of COVID-19 on the social-emotional well-being of Kern County Residents is harder to measure. While the pressures of a pandemic can affect anyone, those with mental needs, or who have previously experienced trauma may be harder to measure. While the pressures of a pandemic can affect anyone, those with mental health needs or have previously experienced trauma, may be more likely to suffer during these times. Factors including social isolation, financial insecurity, and family stress can exacerbate pre-existing concerns or create new concerns in those without a history for mental health needs or trauma.

Kern County has experienced a surge in COVID-19 cases over the summer. As of August 25, 2020, Kern County had a total of 28,520 residents test positive for the virus. Out of the total people tested, 17.4% tested positive, and the virus has a death rate of 0.88%. The vast majority of Kern County Residents who test positive are in the 18-49 age group. Prior to this surge in late July, the Edison Elementary School District was preparing to begin the school year in Stage 2 with Blended Learning-a mix of In-Person and Distance Learning for students. However, the increase in COVID-19 cases put Kern County on the State's Monitoring List, and Distance Learning was mandated.

One of the biggest challenges the Edison Elementary School District has encountered during this crisis is students lacking the basic technology in their homes to access and engage in Distance Learning. The District's Unduplicated Rate is 93% with a majority of our students qualifying as socioeconomically disadvantaged. Many students do not own an appropriate device to access curriculum and do not have Internet Connectivity in their homes to successfully participate in Distance Learning. Since March 2020, the Edison Elementary School district has distributed over 1,000 Chromebooks and 25 hot spots to students in need. The District has also arranged and funded Spectrum Services for more than 25 families in need. As of September 1, 2020, nearly all families indicated that their child had sufficient equipment to participate in Distance Learning. Students have access to all of their Core Textbooks electronically. The District will also distribute textbooks and consumable resources to students to support if technology is unavailable by the end of September 2020.

The statewide closure of schools in the Spring of 2020 due to the COVID-19 pandemic required parents/guardians to participate in their child's education at a much higher level. Many parents were working or not equipped for the responsibility of providing high levels of academic support. Several parents reported that they struggled to meet the basic needs of their families due to unemployment, closures, and housing insecurities. Effective, stable use of technology was also an issue. Although the District provided devices and Internet to all students in need, the Wi-Fi Service was reported to be erratic and unreliable. Students and their families faced a huge adjustment from utilizing technology in their learning, to relying upon technology for the delivery of their instruction. Although the District offered multiple trainings in Canvas, Zoom, and other programs to students, staff, and families, several expressed frustration with adjusting to the new normal in instruction.

The District supplemented Canvas Instruction with paper instructional packets for younger students and some Special Education Students. The District's Instructional Paraprofessionals worked 1:1 with several students not making progress in the Spring of 2020. Parents were also not aware of instructional changes due to the new Common Core State Standards and expressed frustration that they could not better support their students. In addition, several students, families, and staff members felt isolated and disconnected from their learning and instruction. All of these factors contributed to the results published by researchers, which indicated a learning loss of 30% in Reading and up to 50% in Math.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The Edison Elementary School District consulted with stakeholders in the development of the Learning Continuity and Attendance Plan through the following processes:

Parents/Guardians: The District surveyed the Parents/Guardians in June and July 2020 in English and Spanish asking for input in creating the Reopening Plan and preferred methods of instruction for the Fall 2020. We had 70 Parents/Guardians complete this survey, and 60% stated that they wanted their student/s to return to school full-time in Fall 2020. The second most popular choice at 30% was for students to participate in Blended Learning, attending school two days a week. This survey also showed that 97% of respondents had devices for students to utilize for remote instruction, but that about 20% did not have Internet Access in their homes. In preparation for creating the Learning Continuity Plan, the District reviewed the template at EESD Board Meetings in July and August 2020. All Stakeholders were asked to complete our LCAP Survey available on our District Website in English and Spanish from August 17-September 4, 2020. The District also reviewed the template with families on Virtual Back-to-School Nights held on August 20, 2020 and August 27, 2020 and solicited input regarding the plan. The District sent out Aeries Communications, including phone calls, emails, and text messages in English and Spanish requesting participation in the LCAP Survey twice weekly during the window the survey was open for responses. A total of 50 Parents/Guardians completed this survey. Parent/Guardian Input was also solicited at an ELAC/DELAC Meeting on September 2, 2020, and PTC, SSC, and Booster Club Meetings held the week of September 8, 2020. The District held a Public Hearing on September 14, 2020 at a Board Meeting regarding the new LCAP Draft Plan and solicited input from all stakeholders. The Superintendent responded verbally to questions at the meeting and responded in writing to email questions. The District also allowed time for any questions or input before the LCAP Draft was adopted by the EESD Board of Trustees on September 21, 2020.

EESD Certificated and Classified Staff: The District surveyed the EESD Staff in June and July 2020 in asking for input in creating the Reopening Plan and preferred methods of instruction for the Fall 2020. We had 89 Staff Members complete this survey, and 65% stated that they wanted their student/s to return to school full-time in Fall 2020. The second most popular choice at 27% was for students to participate in Blended Learning, attending school two days a week. In preparation for creating the Learning Continuity Plan, the District reviewed the template at EESD Board Meetings in July and August 2020. All Stakeholders were asked to complete our LCAP Survey available on our District Website in English and Spanish from August 17-September 4, 2020. The District also reviewed the template with Staff on Virtual Back-to-School Nights held on August 20, 2020 and August 27, 2020 and solicited input regarding the plan. The District sent out Aeries Communications, including phone calls, emails, and text messages in requesting participation in the LCAP Survey twice weekly during the window the survey was open for responses. A total of 20 Staff Members completed this survey. Staff Input was also solicited at an ELAC/DELAC Meeting on September 2, 2020, and PTC, SSC, and Booster Club Meetings held the week of September 8, 2020. Staff Input was further solicited through meetings with both bargaining units the week of September 14, 2020. The District held a Public Hearing on September 14, 2020 at a Board Meeting regarding the new LCAP Draft Plan and solicited input from all stakeholders. An Administrative Team Meeting was held on September 16, 2020 with Certificated and Classified Administrators. The Team discussed the LCP Draft and the LCP Survey Results. Certificated Administrators finalized Mental Health Referral Forms and reviewed data from Weekly Engagement and

Attendance Forms. The Superintendent responded verbally to questions at the meeting and responded in writing to email questions. The District also allowed time for any questions or input before the LCAP Draft was adopted by the EESD Board of Trustees on September 21, 2020.

Students: In preparation for creating the Learning Continuity Plan, the District reviewed the template at EESD Board Meetings in July and August 2020. All Stakeholders were asked to complete our LCAP Survey available on our District Website in English and Spanish from August 17-September 4, 2020. The Superintendent met with Peer Leadership Class Students from Edison Middle School on August 25, 2020 to review the new LCAP Plan and to solicit student responses on the survey. The Superintendent explained the purpose of the plan and responded verbally to questions from the students. The District also reviewed the template with all stakeholders on Virtual Back-to-School Nights held on August 20, 2020 and August 27, 2020 and solicited input regarding the plan. The District sent out Aeries Communications, including phone calls, emails, and text messages in requesting participation in the LCAP Survey twice weekly during the window the survey was open for responses. A total of 18 Students completed this survey. The District held a Public Hearing on September 14, 2020 at a Board Meeting regarding the new LCAP Draft Plan and solicited input from all stakeholders. The Superintendent responded verbally to questions at the meeting and responded in writing to email questions. The District also allowed time for any questions or input before the LCAP Draft was adopted by the EESD Board of Trustees on September 21, 2020.

Advisory Committees: The Learning Continuity and Attendance Plan Template was reviewed with ELAC/DELAC on September 2, 2020 at the First Quarter Meeting, and with School Site Council, PTC, and Booster Club the week of September 8, 2020 to solicit for the LCAP. Committee Members were given the opportunity to submit in writing any questions they had for the Superintendent regarding the Learning Continuity and Attendance Plan. A draft of the LCAP Plan was made available to all District Stakeholders on the district website prior to the public hearing held on September 14, 2020 and the adoption of the Learning Continuity and Attendance Plan at the September 21, 2020 Board Meeting.

Bargaining Units: Representatives from the Edison Teachers Association (ETA) and the Service Employees International Union (SEIU) were provided with a draft of the Learning Continuity Plan in advance of a virtual meeting held the week of September 8, 2020 to provide input and answer questions related to the plan.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Superintendent met virtually with students in the Peer Leadership Advisory Class during a scheduled Zoom/Canvas Instructional Period on August 25, 2020. The students were given a link for the meeting and for the LCAP Survey and Template so that they could review before the Superintendent met with the class. The Advisory Committee and Bargaining Units Meetings were held virtually the week of August 31, 2020 and the week of September 8, 2020. Dates for Advisory Committees are communicated to stakeholders through Aeries Communication and are posted on our websites. As required by law, the Learning Continuity Plan was presented for a public hearing at an Edison Elementary Board of Trustees Meeting on September 14, 2020. The meeting was held virtually and postings for the meeting indicated how the general public could participate in the meeting as well as access a draft of the Learning Continuity and Attendance Plan in advance of the meeting. The agendas for all EESD Board Meetings are published on the District Website and at school sites 72 hours before the meeting and the minutes from each meeting are also posted on the website. The EESD Learning Continuity and Attendance Plan will be submitted to the Board of Trustees for adoption on September 21, 2020. The meeting will be held virtually and postings for the

meeting will indicate how the general public can participate in the meeting as well as access a draft of the Learning Continuity and Attendance Plan in advance of the meeting.

[A summary of the feedback provided by specific stakeholder groups.]

Parents/Guardians: The Parents/Guardians indicated on the LCAP Survey that they would like for students to be able to return to full-time instruction on school sites as soon as it is safe. Parents/Guardians recommended a longer Zoom Instructional Period for students, and that textbooks need to be distributed for support. They were pleased with the meal distribution policies and procedures. Parents/Guardians also really appreciated the distribution of devices and hot spots to ensure technological access. They felt that the evening office was a great deal of support to the Distance Learning Process. The Parents/Guardians felt that the District was doing an excellent job providing Social-Emotional Lessons and individual and group counseling support. Parents were somewhat annoyed with the lack of Internet stability, but expressed that it was not due to any actions taken by the District. The Parents/Guardians were also extremely pleased that the District is offering child care during school hours for students of Essential Workers.

EESD Certificated and Classified Staff: The EESD Staff indicated on the LCAP Survey that they would also like students to be able to return to school sites for instruction as soon as it is safe. Staff would also like to see distribution of textbooks as a back-up when students cannot access textbooks virtually. Staff feels that communication with families is going well and that they appreciate the instructional staff providing intervention to the students in small groups and one-on-one. Staff expressed that there are some students not progressing with digital curriculum. They have used Zooms, Class Dojo, phone calls, and texts to provide intervention and support for students. Staff would like to be able to meet in person to assess K-2 Students, English Learners, and Special Education Students if safety protocols are followed. Staff expressed that teachers teaching remotely from their classrooms is more effective because of the technological support available on campus. However, several staff members did express that students' technology connections at home were unstable. Certificated Administrators worked with the MTSS Team to create Weekly Engagement and Attendance Form. The Team agreed to review student data weekly during Data Teams and monthly with the MTSS Team to guide professional development and student intervention. The Certificated Administrators also worked with the MTSS Team to revise Intervention Pyramids to include changes for Distance Learning including Virtual Absence Letters and Tiered Responses for barriers to engagement or access for students.

Students: EESD Students communicated on the LCAP Survey and in-person that they liked some aspects of Distance Learning, but were frustrated by others. They expressed that teachers were doing a great job of communicating with students and offering instructional support, but they really miss being on campus with their teachers and friends and participating in activities. Students expressed that they felt supported by the virtual SEL Lessons and were easily able to access the counselors for support. Several also expressed that they appreciated the extra help they received in the evening office hours and when the aides worked with them individually if they did not understand a lesson. Students were glad that the District switched from 30 minute periods to a block schedule with one hour periods. They felt that this schedule was more conducive to learning and understanding concepts.

Advisory Committees: The LCAP Survey and Draft were reviewed with the English Learners Advisory Committee and the District English Learner Advisory Committee, School Site Council, Booster Club and Parent Teacher Club. The ELAC/DELAC expressed that they appreciated the individual and group support being offered to English Learners by teachers and bilingual aides. They also discussed that Distance Learning can be difficult for EL Parents due to the language barrier in some homes. The EL Coordinators assured the committee that we could meet with parents to translate or offer additional support through the Parent Center. The EL Parents also wanted to continue

using Rosetta Stone in-person once visitors were allowed back on campus. Committee Members discussed that we should continue using Rosetta Stone with newcomers. EL Coordinators shared that the Initial ELPAC would be available for virtual access, but that K-2 would still be assessed on-on-one. The Committee recommended that the Initial ELPAC should be administered in-person to K-2 EL Students, if possible. The SSC and PTC Committees also expressed a need to have students on-campus for instruction if possible. The committees expressed that they believed that teachers were communicating well with students and that the additional support from aides is helping struggling students. They committees were also pleased with the level of social-emotional support that stakeholders are receiving. They loved the idea of the Virtual PBIS Rewards Program, and expressed a desire to increase staff morale by providing treats and recognition. The Booster Club Committee Members shared that they wanted the 21st Century Athletic Program to resume as soon as it is safe. They said that students need to be around their peers. They also expressed that the Expanded Learning Program is doing an excellent job providing students with STEAM Enrichment Activities. This committee said that the District needs to progress monitor student achievement and mental health closely to offer additional intervention and support in a timely manner.

Bargaining Units: ETA Unit Members expressed their desire to have students on campus for in-person instruction and support as much as possible as long as safety precautions are being followed. ETA also expressed the need to stabilize technology in students' homes and on site to maximize instructional time. SEIU Unit Members expressed that they felt that their members are doing a great job preparing and delivering meals, and that they were happy that their unit was able to provide child care for Essential Workers. SEIU Members also feel that technology has been unstable and that some students need to be on campus for extra help. SEIU stated that they would support transporting students and doing additional sanitization if needed to help bring students back. They were just concerned that their unit members are students must be provided additional PPE and must follow social-distancing guidelines in the Reopening Plan.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

When in-person instruction can begin, stakeholders indicated that they wanted school to return as normal as possible. The staff requested more PPE, improved technology, and training on virtual platforms and school wide protocols. Support for truancy was also an expressed concern. Multiple Water Bottle Filling Stations were purchased for every student in the district. Additional Chromebooks and hotspots were purchased and will be distributed to ensure access for all students in the district. Hand sanitizing stations were installed in each classroom and portable hand sanitizing stations were distributed around high traffic areas on all campuses. Frequent handwashing was implemented and lessons in hygiene were provided by staff. Egress and ingress areas were established for different grade levels, for students who ride the bus, and for students who are dropped off by a family member or guardian. Outside visitors may make an appointment to enter the office, but will not be allowed on campus. Delivery personnel are required to enter with a mask and exit in a timely manner. Students and bus drivers wear masks and/or shields while being transported. While waiting for the bus, parents and students are encouraged to wear masks. Students will have their temperatures taken on the bus each morning. Lunch schedules and recess schedules have been staggered to limit cohorts mingling with each other. Students will eat lunches in their classrooms, supervised by instructional aides.

Overall stakeholders expressed that the District needs to continue where we paused the 2019-2020 Local Control and Accountability Plan Goals and Actions which included: Academic Proficiency, Technology and 21st Century Skills Competency, and Improving Attendance, Engagement, and School Climate. The District was on-track to increase academic achievement in RLA and Math. Special Education

Students at Edison Middle School were not making progress in academic achievement. The district was voluntarily scheduled to begin the Continuous Improvement Process led by KCSOS in March 2020. We will continue with this process into the 2020-2021 school year as part of our Special Education Plan. The District implemented marked improvements to improve technology access and stability including devices for all students in 3-8 for use at school as well as devices for ALL student for home use in 2020. The district also implemented extensive STEAM Activities into the Master Schedule and Expanded Learning Program. The District is planning to build upon this success in this new plan. The district has experienced drastic improvements in School Climate and Engagement through implemented LCAP Action Steps. With full implementation of PBIS and MTSS Support, this district saw its Suspension Rate decline from over 7% in 2015 to just 1.3% on the 2019 Dashboard. The District also increase its overall attendance rate to 96.3% in 2019, just .7% from its goal of 97%. The District was focused and on-track to decrease its Chronic Absenteeism Rate in 2019-2020. Stakeholders expressed our need to continue to focus on these three goals while allowing flexibility to address learning loss, mental health concerns, and technology issues which may arise due to Distance Learning.

All stakeholders expressed the need for stable technology and additional training to support Distance Learning. All stakeholders will receive ongoing training and support on Canvas, Zoom, Kami, and other necessary educational technology. The District has purchased and distributed 1,100 Chromebooks to students and has replaced all needed technology of Instructional Staff to support equity of access to instruction. The District has also purchased additional bandwidth from Spectrum and has increased our firewall for safety and stability. In addition, the District has purchased and installed 25 hot spots and multiple Spectrum Wi-Fi Accounts for socio-economically disadvantaged families. The district has hired additional technology staff to support students, families, and staff.

Staff and Parents/Guardians expressed a need to distribute textbooks as a back-up if digital textbooks cannot be accessed. The District has purchased a Textbook Manager from Renaissance, will bar code all textbooks, and will have textbooks distributed to all students by October 1, 2020. Staff has also made paper packets of curricular items and supply bags/backpacks, which have been distributed to all students.

All stakeholders expressed the need to mitigate learning loss for all students. Intervention Curriculum in RLA and Math will be purchased and staff will be trained to implement. School Psychologists, Administration, and Teachers will meet weekly in Data Teams and quarterly in Intervention/Instructional Reviews to progress monitor students and provide additional support as needed. Students will be assessed in RLA and Math using AIMSweb Composite, STAR, and RI quarterly. School Psychologist/MTSS Coordinator will monitor progress using EADMs and Aeries and will recommend indicated intervention in academics, attendance, and behavior. Afterschool Intervention will be provides four days weekly to Tier II and Tier III Students in RLA, Math, and ELD in grades K-8.

Stakeholders also expressed that Distance Learning is not appropriate for each student. The district will begin Small Cohorts on September 14, 2020 to bring Special Education Students, English Learners, and any other at-risk students to campus for addition instruction, assessment, or support. The ELAC/DELAC Committee also expressed a need for Initial ELPAC for K-2 Students should be completed in-person. Kindergarten Staff also expressed the need to bring new students in for benchmark testing. This will begin on September 2, 2020. ELAC/DELAC expressed concern that parents of EL Students may be struggling with supporting Distance Learning. EL Coordinators will schedule Bilingual Aides to work individually or in small groups with English Learners and/or Parents/Guardians to ensure full access to the curriculum and offer additional translation and support as needed. EL Coordinators will also monitor the progress of reclassified students to ensure engagement and progress.

Each stakeholder group also expressed a great need for additional social-emotional support for students, families, and staff. The district will hire an additional School Psychologist and Family Community Liaison as well as a Coordinator of Special Education to offer additional mental health support and training for all staff and families. All staff will be trained in SEL and coping strategies as well as equity in distance learning. Family-Community Liaison will provide training, referrals, and resources to families. Psychologists and Counselor will provide individual and group counseling for struggling students. The PBIS Virtual Rewards Program will be purchased and implemented for continued support of Positive Behavior Intervention and Support. Administrators will monitor and ensure full implementation of PBIS

Stakeholders expressed concern regarding attendance and engagement. Teachers, Support Staff, and Administrators will provide engaging instruction and interaction for all students. Nursing Staff, School Resource Officer, Vice Principal and Attendance Supervisor will monitor attendance and engagement, and provide support to families to improve attendance and engagement. Teachers will complete Weekly Engagement Logs for each student as well as Daily Time Accounting Forms and turn these forms into site administration each week. These forms will ensure synchronous and asynchronous instruction for each student and will indicate if MTSS Staff needs offer additional support to engage students and/or improve attendance. Saturday School will be offered two times monthly to employ reengagement strategies and remediate instruction for Tier III Students.

At an Administrative Team Meeting on September 17, 2020, Certificated Administrators reviewed Progress Report Data and Parent and Support Staff Concerns regarding academic progress and engagement. As a result, the District will include the following requirements in the LCP Plan. To accommodate for any known and unknown barriers to learning, the following procedures will be required before an unsatisfactory grade may be issued in any course:

1. Teacher will provide opportunities for re-teaching or remediation in small groups. (Tier I)
2. Teacher will notify administration and support staff of any known barriers to student progress. (Tier I)
3. Teacher will hold a Parent-Teacher Conference to discuss possible solutions to lack of progress or engagement. (Tier I)
4. Teacher will make a referral to Support Staff to provide additional strategies for engagement and academic progress. (Tier II)
5. Teacher will complete a SIR (SST) Form to activate additional support. (Tier II)
6. Support Staff will provide targeted remediation. (Tier II)
7. MTSS Team will progress monitor the student. (Tier II)
8. If student does not make satisfactory progress, the student may receive an unsatisfactory grade and will be referred for Tier III Intervention Strategies (Wellness Check by SRO, Alternative Placement, Behavior Contract).

Parents, Students, and Staff Members expressed that the district need to continue to offer two options for Meal Service. The District will continue to transport Meals to bus stops/homes on Mondays and Wednesdays. Drive-through Meals will continue to be available on each site on Tuesdays and Thursdays.

Several stakeholders also recommended that the District continue to offer child care for essential workers during school hours. Students and Parents also really appreciate the enrichment projects, which are delivered weekly to students' home. The District will continue to provide these services through the Expanded Learning Program. Instructional Aides and Preschool Aides will also assist with child care.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Edison Elementary School District strives to provide students with a quality education while prioritizing health and safety. In an effort to promote this and in accordance with State Mandates, our instructional program will begin the Fall Semester of the 2020-2021 school year using a Distance Learning Format. The EESD Board of Trustees has directed the district to have all students return to sites for in-person instruction as soon as it is deemed safe by health officials. The District is also preparing for the potential of switching between in-person instruction and distance learning instruction multiple times throughout the school year. Distance Learning Teachers and Alternative Placement Teachers will assist staff in addressing the needs of students who remain on Distance Learning or Independent Study when in-person instruction resumes.

In order for quality teaching and learning to take place once the district is allowed to resume in-person instruction, staff and students must first feel they are in a physically safe and healthy environment. The District will follow all protocols put in place by the Kern County Public Health Department. These protocols are outlined in the District Reopening Plan and may include: smaller class sizes to accommodate social-distancing, staff and students wearing personal protective equipment, and procedures for deep cleaning and sanitizing of school sites. In addition, appropriate signage will be placed in all classrooms and high traffic areas to remind all stakeholders to maintain social-distancing, encourage regular hand washing, and to self-check for symptoms of COVID-19. The district will also purchase Water Bottle Filling Stations to provide touchless water access for all students and staff.

As the possibility of a virus resurgence or reasons that are out of our control, so does the possibility of alternating between virtual learning and in-person classroom activities. We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor
2. Focusing on the depth of instruction and pace
3. Prioritizing English language arts and mathematics content standards and learning
4. Maintaining the inclusion of each and every learner
5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum
6. Focusing on commonalities that students share in this time of crisis, not just on their differences.

When in-person instruction resumes, each school site has developed a Reopening Plan with schedules, procedures, and protocols to ensure compliance with state regulations and to maintain safety for staff and students. The District will begin in-person instruction with small cohorts. The District will invite back its most at-risk students for instruction and support. These students will include all Special Education Students, who are not making progress toward meeting their IEP Goals and Objectives through Distance Learning only. We will also invite back EL Students, SED Students, and Homeless/Foster Students who need additional support for access or engagement. These Small Cohorts will come two days a week and the groups will be kept at a ratio of 14 students to 2 adults (teacher and Instructional aide).

When the District is allowed to reopen sites in Stage 2 of the Reopening Plan, in-person instruction will occur through Blended Learning. There will be Two Cohorts, A and B, keeping with the recommended ratio of 14:2 to allow for social-distancing. Cohort A will attend on Mondays and Tuesdays. Wednesday will be a deep-cleaning day. Cohort B will attend on Thursday and Friday. All students will engage in Distance Learning with synchronous and asynchronous instruction.

When the District can return in Stage 2, the District will also provide a Distance Learning Option Only for families who do not feel it is safe to return to campus in person. The District has hired a Distance Learning Teacher at both sites to instruct these students daily with synchronous and asynchronous instruction.

The District will continue to utilize Canvas as its online learning management system. Canvas allows teachers to build digital learning environments with district-adopted curriculum that are compatible with the unique needs of the students they serve. Teachers will be able to use Canvas when the district moves to Stage 2 with In-Person and Distance Learning.

All Stakeholders will receive ongoing training in the use of Canvas. Paraprofessionals will be utilized district-wide to provide individual and small group instructional support to assist students with academic success and to ensure student attendance and engagement. This additional support will be critical for students who may have experienced learning loss due to school closures.

Students will be assessed to establish a performance baseline after three weeks of review from Fourth Quarter Standards in the previous grade in Reading and Math. From this assessment students will be placed into Intervention Classes and/or referred for additional support. This will be critical to addressing learning loss. The District utilizes Read 180 Universal as an RLA Replacement Curriculum and will purchase Language! Live as another option of a Replacement Curriculum. Instructional Staff will receive training and coaching days to fully implement this curriculum. The District utilizes NextGen Math for Math Intervention and will purchase Trans Math 3 as a Replacement Curriculum for Math Instruction. Instruction Staff will receive training and coaching to fully implement this curriculum. Title I Reading and Math Specialist will work with students in small groups or individually focusing on Reading and Math Fluency.

On September 14, 2020, the district will begin to bring our most at-risk students back for on-site instruction, support, and assessment. These Small Cohorts will have a maximum of 16 students and adults, but will begin with one-on-one support to help students progress in the Distance Learning Curriculum. Special Education Staff as well as the EL Coordinators will monitor progress of students in their programs. Mental Health Staff and Administrators will complete check-ins and counseling in person for students whose social-emotional or mental health needs require in-person support. Afterschool Intervention and Saturday School Intervention may also be provided in on-site small cohorts as needed for students who are experiencing learning loss or not engaging in virtual instruction.

The District will progress monitor Engagement and Attendance using Weekly Logs. The District has posted a Mental Health Referral Form on its website to encourage referrals for additional support. The District has also create a form for home visits and a form to assess any barriers to learning. The most at-risk students, who are not engaging or are struggling academically, will be invited back onto campus for a small cohort two days weekly. These students will receive academic support and tutoring in Reading, Math, and English Fluency, as well as 1:1 counseling and/or group counseling. The Counselor and School Psychologists will also create SEL Lessons on Canvas to provide additional support to Tier II and Tier III Students.

Academic Progress will be monitored through benchmarks and curriculum-based assessments. Students, who need additional tutoring or support will receive intervention four days a week for 45 minutes. In Stage 1, this intervention will take place virtually. Once the District can return to Blended Learning, this intervention will take place on the Cohort A or B Attendance Days. In Stage 3, all intervention will be offered after school or at Saturday School on-site.

Once the District is allowed to advance to Stage 3 of its Reopening Plan, students will be allowed to attend school daily for in-person instruction, support, and intervention. Safety Protocols will continue to be in place including use of PPE and social-distancing. Instructional Staff will continue to post lessons on Canvas that are utilized for in-person instruction in the classroom. The District will ensure that the lessons posted on Canvas are a month ahead of each grade level/department pacing guide so that the students and staff can easily transition to Blended Learning or a Distance Learning Only Option, if recommended or mandated by Public Health Officials.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action #1: All Instructional Staff will receive ongoing training in Canvas, Zoom, and the use of other Technological Supports.	\$58,560	Yes
Action #2: Administrators will ensure the implementation of Canvas using Common Core State Standards and research-based instructional strategies through observations and lesson plan review.	N/A	No
Action #3: Maintain paraprofessionals district-wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students in academics, attendance, and engagement.	\$51,394	Yes
Action #4: Title I Reading/Math Specialist and Title I Aide will provide direct support to Instructional Staff and Students designed to improve student achievement.	\$65,327	Yes

Description	Total Funds	Contributing
Action #5: The Title I/Title III Coordinators will coordinate Intervention and Instructional Reviews to progress monitor Intervention Students and will train aides and assist with the implementation of small group tutoring in Reading, Math, and Language Acquisition.	\$120,000	Yes
Action #6: Purchase instructional materials and training/coaching days to support the implementation of Language! Live and Read 180 Universal, the district's replacement reading intervention curriculum.	\$ 21,857	Yes
Action #7: Purchase instructional materials and training/coaching days to support the implementation of TransMath and NextGenMath, the district's math intervention curriculum.	\$11,995	Yes
Action #8: The District will coordinate and implement Small Cohorts of At-Risk Students who are not making adequate progress with Distance Learning, to receive in-person interventions and support on the school sites and will monitor their progress.	\$32, 201	Yes
Action #9: Counselors will work with at-risk students and families to provide 1:1 and group support and to make appropriate referrals to outside agencies for support.	\$53,992	Yes
Action #10: The School Psychologists will consult and collaborate with school personnel and families to promote a school environment responsive to the needs of students. The School Psychologists will also provide individual, group, and family counseling sessions.	\$60,610	Yes
Action #11: Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS) and purchase and implement Digital PBIS Rewards System.	\$15,000	Yes

Description	Total Funds	Contributing
Action #12: District will purchase Water Bottle Filling Stations to ensure non-touch delivery of clean water availability for students when in-person learning resumes because Public Health is recommending closure of current water fountains.	\$50,000	No
Action #13.: The District will work with MTSS Staff to support unduplicated students to increase attendance and engagement as well as coordinate and monitor the Virtual PBIS Rewards System. The District will provide additional instruction or support in PRIDE Rooms on each site, which will offer in-person intervention twice weekly to small cohorts of at-risk students.	\$69,507	Yes
Action #14: MTSS Team will modify existing Tiered Strategies to include engagement, attendance, behavior, and academic interventions which can be implemented in-person and virtually. Administrators and Support Staff will monitor for implementation of best practices.	N/A	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

As the possibility of a virus resurgence or reasons that are out of our control, so does the possibility of alternating between virtual learning and in-person classroom activities. We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor
2. Focusing on the depth of instruction and pace
3. Prioritizing English language arts and mathematics content standards and learning
4. Maintaining the inclusion of each and every learner
5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum
6. Focusing on commonalities that students share in this time of crisis, not just on their differences.

These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response. Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the Universal Design for Learning Principles.

If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including: Canvas, Zoom, Kami, Google Classroom, Class DoJo, Google Meets, phone calls, and individual conferences. Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily in Aeries, as determined through engagement. Teachers will document student engagement and assign time values to work on a weekly basis. This documentation will be turned into the principal weekly so that administrative and support staff can address lack of engagement, attendance, or progress.

Teachers will also be expected to teach or provide rigorous video lessons in mathematics, English Language Arts, and Social-Emotional Learning at a minimum of 3-4 hours per day. Students in Kindergarten will receive 180+ minutes, while students grades 1-3 will receive 230 minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students. Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels.

While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change. Teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all teachers will quickly pivot to remote learning, if needed. From the beginning of the school year, all teachers will design lessons in Canvas for on-campus learners and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning. Content for core subject areas will be provided through supplemented instructional resources.

In grades TK-2, learning packets and live virtual learning will take place via various platforms. In grades 3-5, content and instruction will be provided by teachers through Canvas, Zoom and other platforms. These teachers are the point of contact for distance learning. In grades 6-8, content and instruction will be provided through Canvas, Zoom, and Google Classroom by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance. Grading will be the same as on-campus learning and outlined in our district handbook and policy.

Students will daily and consistently use Canvas and Zoom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily

basis. Students will be expected to complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades TK-8.

MATERIAL DESIGN:

Staff will implement standards-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

COHERENCE IN INSTRUCTION:

When we transition to remote learning, parents supervise students using the school resources and the students will meet with their teachers daily via Zoom. If necessary, parents will pick up new work, turn in completed work and discuss the child's progress. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process. All district students will be provided a device at home and at school daily to easily transition to remote learning if the need arises. They will also be checked out textbooks and workbooks and will have access to digital textbooks and learning materials.

LESSON PREPARATIONS:

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of Canvas and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation. Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Canvas for grades 3-8 and learning packets will be provided in grades TK-2 with some virtual interaction. To support our students who are served in their special programs, teachers will participate in weekly Data Team Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in Canvas. Pre-recorded instructional videos may be uploaded into Canvas. Live teacher assistance will take place through various platforms during school hours on school days, after school, and/or evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into Aeries/Canvas promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

To accommodate for any known and unknown barriers to learning, the following procedures will be required before an unsatisfactory grade may be issued in any course:

1. Teacher will provide opportunities for re-teaching or remediation in small groups. (Tier I)
2. Teacher will notify administration and support staff of any known barriers to student progress. (Tier I)
3. Teacher will hold a Parent-Teacher Conference to discuss possible solutions to lack of progress or engagement. (Tier I)
4. Teacher will make a referral to Support Staff to provide additional strategies for engagement and academic progress. (Tier II)
5. Teacher will complete a SIR (SST) Form to activate additional support. (Tier II)
6. Support Staff will provide targeted remediation. (Tier II)
7. MTSS Team will progress monitor the student. (Tier II)
8. If student does not make satisfactory progress, may receive an unsatisfactory grade and will be referred for Tier III Intervention Strategies (Wellness Check by SRO, Alternative Placement, Behavior Contract).

STUDENTS WITH DISABILITIES:

For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Plans will be made to support the best learning options available on a case by case basis for our students with disabilities. Students whose IEP services that cannot be provided remotely will meet with their Special Education Teacher and/or Support Staff on campus.

COMMUNICATION:

Teachers and administrators will establish a common protocol for regular and consistent communication to parents. Administration will contact parents and staff through Aeries Communication/Parent Portal, emails, phone calls, and texts. Teachers will have daily live interaction with students through Zoom, Canvas, Aeries Student Portal, phone calls or text. The teachers will have morning and evening office hour daily to communicate with students and parents through various means, which are appropriate or preferred. At-risk students or struggling families may meet with support staff in person for support, training, or assessment on an as-needed, appointment basis to comply with safety protocols and regulations. Teachers will use daily office hours for individualized, synchronous re-teaching or remediation focusing on the students who are not making adequate academic progress.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All District Students will be provided materials needed for day-to-day instruction including a Chromebook. A Distance Learning Survey was distributed to all stakeholders in Spring 2020. This survey showed that almost all students did not have access to personal devices at home and more than half of the students did not have Internet Access at home. Chromebooks were distributed in April 2020, and returning families

kept them over the summer. Students will be given a backpack or carrying bag to store their materials to easily transition to remote learning if the need arises. Parents and students will sign a user-agreement at the beginning of the year. Chromebooks (grades TK-8) will be assigned to each student. A check-out process is in place the first week of school for our new students. Our Instructional Technology Department will be available daily to assist teachers teaching from their classrooms and students participating in Distance Learning. The District has distributed 25 hot spots to ensure access for families whose free WiFi expired. The District also worked with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families. The district has sent out communications with specific directions on how families and teachers can access technological support. Teachers have received support for use of educational technology through our Coordinator of Data Systems and Support. They can also put requests for repair or technology maintenance or equipment onto the District online Work Order Request Systems. Families have been given the contact information for our IT Department and District Technology Support Staff have provided equipment, repairs, and installation of hot spots to families. The District has hired a Distance Learning Teacher for each site with advanced training in the use of educational technology. These teachers have also provided support and instruction to stakeholders on the use of Canvas and other technology tools including: Zoom, Kami, and Screencastify.

All stakeholders indicated in the Reopening Plan Survey that we need to improve our digital instruction and provide more technological support to teacher and families. Teachers agreed to teach remotely from their classrooms four days a week to allow them access to all resources and support. When the District went live on August 12, 2020, stakeholders began to have technology issues due to insufficient bandwidth and firewall service. All stakeholders listed this as a barrier to accessing or providing instruction. The District has increased its bandwidth and built up its firewall service to help promote network stability. The District has also purchased digital subscriptions for all of its textbooks, intervention programs, and student data and assessment management systems.

The District has also purchased HIPPA -Compliant Zoom Licenses to ensure confidentiality for all stakeholders during instruction and virtual meetings.

Students in grades TK-2 or with special needs may be distributed paper packets if they are not making progress with virtual learning. Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school in the event we have to transition to a blended or distance learning model.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Daily feedback will be provided through Canvas, Zoom, and Class Dojo and/or directly from the teacher through student work and assignment completion. Progress reports will be provided (via Aeries or in writing) and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Students will access assignments, including assessments, projects, and communication through various remote learning platforms or by learning packets. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition,

assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

As mandated by Education Code 43504, teachers will complete a Combined Daily Engagement and Weekly Participation Log for each student. The teacher will document full, partial, or no participation in daily learning. This log will be turned in each Monday to the principal. The principal will direct instructional and support staff to make contact with parents/guardians of students who are not engaging in the learning process to offer intervention or support.

Also as mandated by Education Code 43504, the District will ensure that students are offered the following minimum number of instructional (synchronous and asynchronous) minutes daily:

- TK/K-180 minutes
- 1st-3rd-230 minutes
- 4th-8th-240 minutes

Teachers will provide synchronous instruction daily through Zooms, Canvas, e-mails, videos, and phone calls. Teachers will also provide asynchronous instruction through assignments posted on Canvas, Google Classroom, and other learning platforms. Teachers will document daily assignments in a Daily Log of Assignments with time values, which is also due each Monday to the principal. The principal will direct instructional and support staff to make contact with parents/guardians of students who are not engaging in the learning process to offer intervention or support.

ACTIVE ENGAGEMENT:

Teachers will encourage active engagement each day from every student. Active engagement means a student is active in his/her coursework. The student is marked present when all of the following items have been achieved:

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Daily contact with the teacher.
4. A teacher will input the student's attendance into Aeries, based on the student's engagement. Course completion is based on demonstration of academic proficiency.

ASSESSMENT:

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments.
3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.

4. All assessments will guide instruction.

DATA COLLECTION:

Teachers will assess students at the start of the school year using AIMSWeb, STAR, and the Reading Inventory. Using the assessment data, teachers will design their instruction to meet the needs of each student. The district will use formative assessments to monitor student progress and to adapt curriculum to support student learning. For content areas and grade levels, our district will leverage curriculum-based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with district scope and sequence. Intervention and Instructional Reviews will be conducted quarterly to monitor academic, attendance, and behavior progress of all students.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Technological support will be provided to staff on an as needed basis. IT Staff will be available to assist staff during in-person and remote learning.

TEACHERS & SUPPORT STAFF:

Last spring, staff participated in synchronous and asynchronous professional learning and collaboration meetings. This year, staff and teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Staff will be provided with ongoing professional development in Canvas, Zoom, Kami, Screencastify, and other educational technology tool based on their needs. Administration will provide professional development to support distance learning based on direct feedback from teachers. The district has trainers who can provide instructional and mental health training in a variety of areas. Our Coordinator of Data Systems and Support, Coordinator of Special Education, and our Site Testing Coordinators will train all staff to utilize digital assessments and link their gradebooks in Canvas and Aeries. In January 2021, all staff will participate in a Distance Learning Symposium Training. Staff will also receive ongoing training in engagement and building relationships with students.

ONGOING LEARNING:

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning. We will continue to use grade level and vertical teams to provide identified professional development. Job embedded support for teachers will include teacher observations, Data Teams, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and nurturing/supportive environment necessary for success.

Office Staff- Isolate students or staff with COVID symptoms. Protect school facilities by keeping the public from entering campus.

Custodians- Clean facilities in-between student and staff use including cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas. Sanitize all district facilities each evening.

Transportation-Transport students with safety protocols in place to receive in-person intervention, instruction, assessment and support. Sanitize bus between student use.

Technology-Provide Chromebooks, hot spots, and wi-fi access to students to ensure access to curriculum and instruction. Provide technological support to all stakeholders. Ensure stability of network, troubleshoot Canvas, Zoom, and other Educational Technology being utilized by stakeholders.

Instructional Aides -Assist in temperature checks. Assist as needed with COVID-related items. Work with struggling students in small groups for intervention, instruction, and support. Provide child care during school hours for students of essential workers.

Teachers- Provide a quality education for all students utilizing multiple means of accessing the curriculum. Be able to pivot and transition quickly from in-person classroom model to a distance learning model. Plan for both independent study students, remote learning, and in-class learning. Teach students proper hygiene, hand-washing, social-distancing protocols. Teach students and parents how to use Chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines. Distance Learning Teachers will be hired to support remote instruction and assist with students whose parents request them to continue Distance Learning when in-person instruction resumes. Data Team Facilitators will create curriculum online and monitor benchmarks and CFAs taken quarterly.

Administrators- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining social-distancing. Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE.

Nursing- School Nurse and Behavior Health Aides will train staff on how to reduce exposure and protocols. Assist in temperature checks and monitor isolation room on each campus. Make contact with families/home visits to assess health issues of students/families to improve attendance and engagement. Offer referrals to outside health agencies.

MTSS Staff-School Psychologists and Counselors will create SEL Lessons on Canvas and will work with students and families for individual and group counseling. They will also provide Mental Health Supports for Staff. Attendance Supervisor will create and monitor a Weekly Engagement and Assignment Log for teachers to complete weekly. School Resource Officer, Attendance Supervisor, District PBIS Coordinator, and Administrators will monitor student attendance, engagement, and academic progress and offer intervention and supports as needed. Family/Community Liaison will offer referrals to community resources and supports and will offer virtual or in-person (if permitted) trainings to support families.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Edison Elementary School District will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success. Technology devices will be provided to all students so that they can participate equitably in remote learning while at home. Instructional materials and lessons, provided by the teacher, for on-campus learning will be uploaded in Canvas or provided in a learning packet. Assignments will be differentiated and adaptations will be provided as needed for individual students with disabilities, Foster Youth, Homeless Youth and English Learners.

English learner students will continue to receive integrated and designated English language development for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually. Bilingual Aides are available to assist families with translation and other supports needed for their child to be successful in school. Long-Term English Learners (LTELs) will be enrolled in after school intervention four days a week for Intensive ELD Instruction. Initial ELPAC Assessments for K-2 Students will be completed in-person on campus by the Title I/Title III Coordinators, Teachers, and Instructional Aides.

Special Education Services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. For students with disabilities, Special Education Teachers will work with General Education Teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in the person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Interventions for our most at-risk students-Students will be targeted for support based on their identified needs. Support Staff will also be assigned to students that need additional support. After school tutoring will be provided to struggling students that have experienced learning loss. The district will also offer Saturday School twice monthly to provide intervention virtually and in-person for Tier III Intervention Students.

McKinney-Vento Liaison will work with each of our Foster Youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary. Foster Youth, Homeless Students, and Special Education Students may attend more in-person instruction, as needed, during at-home learning days. Home visits will take place by our Homeless/Foster Youth Liaison, Counselor/Administrator, or School Resource Officer when students are not engaging with school.

Our most at-risk students will be assigned a staff member that will provide regular weekly or daily check-ins to ensure students are receiving the necessary support to be successful. Teachers, Administrators, Special Education Teachers, Counselors, and Support Staff will work collaboratively to ensure all students have contact with the school and are engaging in the learning process.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action #15: All Instructional Staff will receive ongoing training in Canvas, Zoom, and the use of other Technological Supports. (Duplicative of Action #1)	\$56,560	Yes
Action #16: Administrators will ensure the implementation of Canvas using Common Core State Standards and research-based instructional strategies through observations and lesson plan review. (Duplicative of Action #2).	N/A	No
Action #17: The district will provide students with Chromebooks, hots spots, and Spectrum Services to ensure full access to and participation in Distance Learning.	\$120,000	No
Action #18: The District will purchase Canvas Licenses, Zoom HIPPA-Compliant Accounts, and Computer Licenses for all students and staff to support Distance Learning.	\$32,500	Yes
Action #19: The District Network Manager will provide technology support to students and staff to fully implement Distance Learning.	\$41,531	Yes

Description	Total Funds	Contributing
Action #20: The District Coordinator of Data Systems and Support will provide support to staff in the use of educational technology, monitor the implementation of Canvas, and monitor Student Engagement and Attendance in Distance Learning and Intervention.	\$71,853	Yes
Action #21: The Director of Accountability and Academics will implement Intervention Program and provide direct support to Instructional Staff designed to improve student achievement and mitigate learning loss.	\$15,000	Yes
Action #22: The Title I/Title III Coordinators will coordinate Intervention and Instructional Reviews to progress monitor Intervention Students and will train aides and assist with the implementation of small group tutoring in Reading, Math, and Language Acquisition. (Duplicative of Action #5)	\$120,000	Yes
Action #23- The District will coordinate and implement Small Cohorts of At-Risk Students who are not making adequate progress with Distance Learning, to receive in-person interventions and support on the school sites and will monitor their progress.	\$72,046	Yes
Action #24-The Vice-Principal and Counselors will collaborate with Kern County Network for Children Foster Youth Staff to determine eligible students and to refer for resources.	N/A	No
Action #25-Title I, Part A set-aside for students experiencing homelessness.	\$1,000	No
Action #26-The District will hire one Distance Learning Teacher for each site to support students and staff will Full Distance Learning and in Stage 2 with Blended Learning.	\$84,166	Yes
Action #27: The District will purchase additional bandwidth from Spectrum and increased Firewall Protection through KCSOS to support Distance Learning and teachers teaching remotely from their classrooms.	\$61,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

With the closure from March to June, we are expecting skill deficiencies. Although teachers and learning coaches (parents/guardians or other adults/older children in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. Data collection, lesson design, interventions, enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts. Students will be assessed in English language arts, mathematics and English proficiency within the first 30 days to identify gaps and areas of need. All teachers are expected to access the state standard documents, which include the highest leverage standards in each subject by grade level. Other resources include: district formative assessments, grade level pacing guides, and the ELD curriculum and teaching strategies, which teachers can implement and leverage to identify gaps prior to teaching the grade-level standards.

Weekly Data Team Meetings will examine each student’s achievement and evaluate each student’s need for additional support. Once a student has been identified as needing intervention or support, each student will receive the appropriate help in a timely manner. Students, who are experiencing difficulty, are identified to receive additional support targeted to the areas of his/her deficiency.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

While school closures have impacted all students, such as English learners, students with disabilities, students with learning or attention issues, economically-disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to Distance Learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

To ensure that we are not a source of further distress for our most at-risk students (Students with Exceptional Needs, English learners, Low-Income Students, and Homeless/Foster Youth) and families, we will work with families to support learning loss and not attempt to catch up

for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up. Support Staff will work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss. Interventions will take place within the classroom during a specific time of the day throughout the school week. Using formative assessment, teachers will identify the area needs for each student.

Furthermore, teachers will identify essential state standards for current and prior school year utilizing diagnostic testing in order to address any learning loss and accelerate students. Teachers will prioritize the concepts and skills that are of immediate importance in helping students access grade-level work. Learning goals will be set for each quarter/trimester to focus on their areas of growth. Both in-person and remote tutoring and homework support will be provided for students that have significant learning loss or students who need additional help. Paraprofessionals, in collaboration with classroom teachers, will provide this support.

Research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth-the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth. We know that removing students from core instruction in an attempt to remediate or catch them up is not only counter productive, it significantly contributes to the widening of the opportunity gap and often results in students being grouped or tracked into a lower grade-level and core content classes. Foster youth, homeless youth, English learners, and students with disabilities will participate in core instruction with push-in support provided by paraprofessionals.

English learners will be provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. It is our goal to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible. English learners will be provided additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for our English learners to achieve the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

Additionally, we believe engaging the parents of English learners, foster youth, homeless youth and low income students is important during distance learning and in-person learning. We will adequately notify parents of these at-risk populations of the same information about any program, service or activity that is shared with other parents in our district.

We will make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express their learning helps to reduce or eliminate barriers to showing what they know and can do. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers will ensure that all students have the opportunity to engage in productive struggle with Tier I Instruction, allowing sufficient time to make sense of a task or the problem before intervening. Tier II-some students will need more time and engagement strategies through additional opportunities to practice, review, preview, mathematics language development, routines, and vocabulary development to show growth. Tier III-There will be students that may need even more intensified instruction to address skills deficits. These supports will not come at the expense of core instruction. Instead, the scaffolds that teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding.

Interventions may include regularly scheduled 30-minute sessions with a certificated teacher or support staff through video conference, scaffolding for specific task assignments, pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda. Students in the upper grade levels may be offered guidance for monitoring their own progress and implementing supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Universal screening will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. When students are given opportunities to participate in engaging activities, teachers and support staff will provide students with ample time to think and develop a solid response.

Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Staff will meet in weekly and quarterly collaboration meetings to complete a needs analysis on the effectiveness of the services and supports to address the learning loss. Actions and services will be adjusted and refined based on student data and reflection.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action #28-The District will purchase instructional materials and training/coaching days to support the implementation of Language Live! and Read 180 Universal, the District's Reading Intervention Curriculum. (Duplicative of Action #6)	\$21,857	Yes

Description	Total Funds	Contributing
Action #29-The District will purchase instructional materials and training/coaching days to support TransMath 3 and NextGen Math, the District's Math Intervention. (Duplicative of Action #7).	\$11,995	Yes
Action #30: The District will utilize Rosetta Stone Software with English Learners and to support EL Parents.	\$1,000	Yes
Action #31: The District Title I/Title III Coordinators will biannually monitor the progress of reclassified students to ensure correct classification, placement, and to offer additional support, as needed.	N/A	No
Action #32: The Title I/Title III Coordinators will coordinate Intervention and Instructional Reviews to progress monitor Intervention Students and will train aides and assist with the implementation of small group tutoring in Reading, Math, and Language Acquisition. (Duplicative of Actions #5 and #22)	\$120,000	Yes
Action #33: The Principals and Data Team Facilitators will provide direct support to Instructional Staff designed to ensure implementation of Universal Design for Learning to improve student access and achievement.	N/A	No
Action #34: The District will coordinate and implement Small Cohorts of At-Risk Students who are not making adequate progress with Distance Learning, to receive in-person interventions and support on the school sites and will monitor their progress. (Duplicative of Action #23).	\$72,046	Yes
Action #35: The Vice-Principal and Counselors will collaborate with Kern County Network for Children Foster Youth Staff to determine eligible students and to refer for resources. (Duplicative of Action #24)	N/A	No

Description	Total Funds	Contributing
Action #36: The Family Community Liaison will provide families experiencing homelessness with needed community resources and students with additional personal and academic supports.	\$7,500	Yes
Action #37: The District will purchase licenses to assist with assessment and progress monitoring of students including: AIMSWeb, STAR, and Reading Inventory.	\$20,000	Yes
Action #38: The District will provide Afterschool Intervention for TK-8 Tier III Students in Reading, Math, and ELD four times weekly.	\$12,500	Yes
Action #39: The District will provide Saturday School two times monthly for students struggling with attendance and engagement.	\$2,000	Yes
Action #40: The District will provide GATE/STEAM Instruction for 90 minutes weekly to mitigate the learning loss of students in the program.	\$4,100	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Edison Elementary School District Trustees and Staff believe relationships and connectedness are at the core of our school community. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The Edison Elementary School District is offering a comprehensive Social Emotional Learning and Positive Behavior Intervention program to address the mental health needs of all students during campus closure. Students are enrolled in an engaging and interactive distance learning program, including synchronous and asynchronous instruction on a daily basis. Part of this program allows Teachers to

complete a social emotional check in with all students during live instruction. Students are also allowed to stay in classroom live sessions for extra support if needed, as well as enroll in Teacher and Counselor/Psychologist office hours to address additional instructional or social emotional needs.

Students that may be struggling with 100% engagement due to various reasons, can be referred for additional Tier II Services, including virtual mentoring and check-in, check-out services provided on a weekly basis. Virtual Social Skills Training is also available to students who need additional skill development and interaction. The Sheriff Resource Office is also deployed with Support Staff to student's homes to help solve virtual engagement barriers, and address social emotional factors that might contribute to lack of engagement and benefit from the distance learning program.

Distance Learning Teachers are also available to students who need more access to small group instruction to be able to benefit from the Distance Learning Program. Students in need of further intensified services have access to ongoing engagement intervention including individualized planning between the school, family and community providers, daily home or virtual contact, reward programs, and individual counseling. Individual counseling may be delivered on campus or virtually.

Student/staff relationships are the foundation of students' connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student-to-student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings. When schools shut-down in the Spring, these relationships suffered.

In order to focus on student success, then we need to honor the biology of our brains— our interconnected centers of emotions, focus and learning. Our staff will use practices to support students' social, emotional and cognitive development. It is no exaggeration to say the past five months have been horrible. The pandemic abruptly disrupted all aspects of our lives, leaving most of us isolated, frustrated and impatient — and some of us lonely, depressed and even unsafe. We can anticipate that some of our students will be distracted and unfocused because of the turbulent environment we are in.

The disruptions we are experiencing create stress, which causes cortisol to flood the limbic system of our brains — stimulating our emotion center (the amygdala) and distracting the parts of our brain that manage learning and memory (the hippocampus) and attention and concentration (prefrontal cortex). This imbalance is why we feel so distracted and unfocused with each new piece of bad news. Fortunately, science gives us some good news — our brains also respond to another hormone: oxytocin. Also known as the “love” hormone, oxytocin comes from trusting relationships and safe, calm and predictable environments. It is why connecting with friends and family, even if virtually, makes us feel better. It is also why doing things like tuning into what we're sensing at the moment and exercise help us calm down and focus.

When students come back to school — through distance learning or in-person — we will help them best by ensuring a steady flow of oxytocin that calms their brains and allows them to learn. We will do this by doubling down on the Three Rs: Relationships, Routines and Resilience. Our staff will interweave social emotional learning throughout the instructional day and provide families with tips and tricks for assisting their student(s) through these tough times. Teachers and support staff already know how to do these new 3 R's. They understand the importance of relationships and take the time to get to know every student individually and help students connect to their peers. Our staff are also skilled

at setting up routines that establish safe and supportive environments. Our staff give clear, simple directions and model expectations with their words and actions.

Building young people's resilience will be another priority. Our staff will intentionally create engaging, collaborative activities that fill student's brains with the oxytocin that counteracts their stress and trauma. Since our staff know our students and our families well, they are attuned to their emotional states and needs and can respond with the supportive words, guidance and practices that help them learn how to manage and regulate their emotions. All of these practices are based on the way the brain develops and learns. And our staff is also here to provide social emotional support to our parents/teacher partners in the event we have to return to remote learning or for students that are on Independent Study programs. Resources and tips/tricks will be shared with the parents to support their students while learning from home. Counselors will be available upon request or for students that are referred by staff members for additional support.

Plans are in place for outreach to students who do not return, given the likelihood of separation anxiety and agoraphobia in students. We anticipate that some students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations will be provided and warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness will be provided additional support and assistance. We will incorporate academic and behavioral accommodations for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic.

Additionally, Expanded Learning Staff naturally serve as role models, while helping to address the challenge of maintaining low student-to-staff ratios and support the academic and social emotional well-being of every student. This year more than ever, our staff plan to laugh, play, listen and connect with our students and families so that they are ready and able to learn their reading, writing and mathematics. Engaging and fun activities will be delivered each week during Distance Learning to the homes of Expanded Learning Students and students will be guided to complete these projects through YouTube Videos.

Social Emotional Learning Supports will be inter-woven in daily lessons by teachers and support staff. Teachers will check in daily with students to build repertoire and monitor their mental health. Teachers will provide Tier I, II,, and III social-emotional supports based on student needs. The counselors and support staff will connect and provide additional support for identified students. Teachers and support staff will reach out to parents and families when students are not attending or engaging in school. Tier I, II, and III Supports will be put in place to address attendance concerns. Administrators will follow-through on students that have been identified for Tier II and III Support.

All Staff has been trained in Social-Emotional Learning, Equity in a Distance Learning Environment, MTSS, PBIS Supports, Mandated Reporter Training, Suicide Prevention, and Trauma-Informed Response. Support Staff have been trained in Crisis Prevention and Intervention, Aggression Replacement Training, and Parent Project. Additional professional development and resources will be provided as additional needs become evident.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Edison Elementary School District Staff had to fundamentally rethink our approach to family engagement. Because families are increasingly expected to assist in ensuring that kids are learning from home, they have moved from being stakeholders to being critical learning coaches and partners in the central work of teaching and learning. Moving forward, we will provide parents with more detailed and timely information on instructional approaches, technology tips and tricks, and learning expectations to ensure that learning continues in whatever circumstances the next few years bring.

Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially. Every attempt will be made to reach out to families, in English and Spanish, when students are not meeting learning and attendance standards, not engaging in instruction, and are at risk of learning loss. The principal and teachers will identify and target students that need additional support to ensure students are receiving a quality education. These students will be contacted daily by Instructional and Support Staff either during the instructional day or during office hours.

Our Support Staff will provide intervention for truant students so that we can re-engage students in school. A three-tiered system has been implemented to collect engagement and provide outreach to our most-vulnerable populations. Students who are not engaging school via distance learning platforms or are not picking up meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Kern Behavioral Health, Child Protective Services, Kern County Sheriff's Department, and the Kern County Superintendent of Schools to assist local schools with reaching out to students and their families when students are not attending school.

COVID-19 TIERED RE-ENGAGEMENT STRATEGIES:

Tier I includes: UNIVERSAL SUPPORT

Priorities & practice supporting all families in the most inclusive & equitable way

Expected Percent of Families Served: All

Project Intervention: The Edison Elementary School District will provide communication to families regarding distance learning expectations and school provided resources.

Project Goal: 90% of students will have weekly contact with their school

COMMUNICATION

- Schools send out the plan to parents (using multiple methods) for what distance learning will look like and ways students can engage if they have internet and if they do not.
- Schools send out the updated meal stops times via Aeries Communication and post online on district web site.

TRACKING OF STUDENT ENGAGEMENT

- Teachers take "attendance" on a daily basis to see which students have engaged in Distance Learning, completion of some work, and/or visually with the student online. This attendance will be documented on Aeries and in a Weekly Engagement Log and turned in to the principal.
- **Teachers should make contact daily with students/parents, who are not present for two Zoom Synchronous Lessons or do not log-in to the Canvas Platform, during daily office hours to reengage the student (Aeries Communication, Canvas Message, e-mail, text, ClassDojo)**
- School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information will be documented on Titan Nutritional Services Program.
- At the end of each week, schools identify which students there has been no accounting for, either through distance learning or meals.

ADDITIONAL ATTEMPTS AT COMMUNICATION

- If no student engagement has been made that week, someone from the school will call (could be school counselors, psychologist, office staff or administrator) at least twice to clarify ways for families to contact the school so their student can engage, using an emergency contact list if needed.

Tier II includes: TARGETED SUPPORT

Additional services provided for some families who require more support.

Expected Percent of Families Served: Some

Project Intervention: All families who have not made contact with their school for one week will be referred to SRO, Nursing Staff or Support Staff for increased intervention and support.

Project Goal: 95% of families referred will make contact with their school.

For a student/family to be referred to Tier II the following criteria must be met:

1. All Tier I interventions are complete
2. No CONTACT from student/family
3. CONTACT with no follow-up the following week

Tier I to Tier II Referral Tool- Each school will keep a record of students that meet the Interventions Tier I to Tier II criteria. School will complete a Referral Form (Google Form) for each student. This form will be shared with Support Staff and Administration to provide additional intervention or support.

- Day 1: Call, Text, Email, and Mail the Family
- Day 2 & 3: Call, Text, and Email the Family

Tier II to Tier III Referral Criteria:

For a student/family to be referred to Tier III the following criteria must be met:

1. Support Staff has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.
2. No CONTACT from family to school by Day 4.

Tier III includes: INTENSIVE SUPPORT

Targeted support directed toward the few families with the greater needs.

Expected Percent of Families Served: Few

Project Intervention: All families who have not made contact with the school will be referred to Support Staff for targeted intervention.

Project Goal: 100% of families referred will make contact with their school.

Tier III Intensive Support

Support Staff/Administration will receive referrals from teachers Attempts to engage student/family will be documented on Weekly Engagement Log. Family will be referred to Support Staff for Intensive Support including:

- Home visits by Support Staff (Nurse, Counselor, Administration)
- Referral to outside resource (Kern County Behavioral Health)

- Referral to Child Protective Services
- Referral to SRO for Wellness Check
- Referral to School Attendance Review Board

The objective of this Engagement Intervention and Support is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning, making academic progress, and experiencing social-emotional growth.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

First Quarter-Stage One-Distance Learning Only

- Breakfast and Lunch will be delivered to bus stops/homes of Special Needs Students on Monday and Wednesday between 11:00 a.m. and 12:30 p.m. A schedule for delivery will be posted on the district website. ALL students up to age 18 may receive meals through the Summer Seamless Program.
- Drive-through service for Snack and Supper will be available Tuesday and Thursday in the Orangewood Front Loop and the Edison Parent Drop-Off Loop from 11:00 a.m.-12:00 p.m. Only EESD enrolled students are eligible for this service.

Second Quarter-Stage Two (if recommended)-Blended Learning

- Drive-through service for breakfast and lunch will be available on Monday at each school site for students who are on Full Distance Learning from 8:30 a.m. to 9:30 a.m. in the Orangewood Front Loop and in the Edison Parent Drop-Off Loop. Distance Learning Only Students will receive meals for Monday-Friday.

Students who are on Schedule A:

- Students will receive breakfast and lunch in the classroom on Monday and Tuesday.
- When dismissed on Tuesday, students will receive a supper and snack for Wednesday, Thursday, and Friday.
- Drive-through service for breakfast and lunch will be available on Wednesday at 8:30 a.m. to 9:30 a.m. for Wednesday, Thursday, and Friday in the OW Front Loop and in the Edison Parent Drop-Off Loop.

Students who are on Schedule B:

- Students will receive breakfast and lunch in the classroom on Thursday and Friday.
- When dismissed on Friday, students will receive a supper and snack for Monday, Tuesday, and Wednesday.
- Drive-through service for breakfast and lunch will be available on Wednesday at 8:30 a.m. to 9:30 a.m. for Monday, Tuesday, and Wednesday in the OW Front Loop and in the Edison Parent Drop-Off Loop.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Action #41: The District will utilize Aeries Communication and the Parent/Student Portals to communicate with students and families.	\$5,000	Yes
Mental Health and Social and Emotional Well-Being	Action #42: School Psychologists and Counselors will work with at-risk students and families to make appropriate referrals to outside agencies for social-emotional supports.	N/A	No
Mental Health and Social and Emotional Well-Being	Action #43: School Psychologists and Counselors will consult and collaborate with school personnel to promote a school environment responsive to the needs of students and staff.	N/A	No
Pupil Engagement and Outreach	Action #44: The School Psychologists and Counselors will provide at-risk students individual, group, and family counseling services for social-emotional support.	\$146,803	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Action #45: All Staff will be trained in Social-Emotional Learning Strategies, Educational Equity, and available MTSS Supports.	\$53,500	Yes
Pupil Engagement and Outreach	Action #46: The District will offer child care during school hours. We will offer this service so that the parents may return to work.	\$51,714	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Action #47: The District Nurse will work directly with at-risk students and families to improve attendance and to promote healthy families through education, resources, and referrals.	\$45,000	Yes
Pupil Engagement and Outreach	Action #48: The District Team will work directly with at-risk students, staff, and families to improve attendance, behavior, and engagement. The District Team will also implement programs and trainings for families of at-risk students to improve community and school safety.	\$114,376	Yes
Pupil Learning Loss	Action #49: Alternative Placement Teacher will provide Distance Learning and SEL Instruction in Second Steps Curriculum for Tier III Intervention Students.	\$60,565	Yes
Distance Learning Program	Action #50: Data Team Facilitators will create Grade Level Lessons and Assessments on Canvas monthly, and will provide direct support and training to students and staff to access these lessons and assessments.	\$26,000	Yes
School Nutrition	Action #51: District will continue to deliver meals to bus stops/homes for at-risk families and will provide drive-through service for Supper and Snack twice weekly.	N/A	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.08%	\$2,811,575

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Equity is at the forefront of every decision the District has made with the COVID funding and supplemental/concentration funds. No matter the instructional schedule model, we will continue to work to eliminate the barriers to student success that existed before the closure. We believe that we have an unprecedented opportunity to improve how we provide services and implement more student-centered designs for our most at-risk families. We identified the areas of need for our Students with Exceptional Needs, Homeless/Foster Youth, English learners, and low-income students through analysis of data from teacher/parent referrals, academic progress, surveys, and attendance and engagement logs. We then reached out to their families, the first month of school, through our MTSS Team in order to provide the necessary tools and resources for their students to be successful in school. Based on all stakeholder feedback along with data we collected from multiple resources, we were able to identify trends to address the needs of our unduplicated students.

These trends included:

Technology Access and Support

- Additional Chromebooks so that all students had a computer, (Action # 17)
- Increased access to hot spots, Wi-Fi, and technology support, (Action # 17, 18, 19, 27)

Learning Loss Mitigation

- Use of Explicit Direct Instructional practices, (Action # 2, 16, 20, 21, 33)

- Early intervention in reading and math, (Action # 4)
- Digital RLA and Math Replacement Core Programs for Tier III, (Action # 6, 7, 28, 29)
- One-on-one support and small group instruction, (Action # 1, 3, 5,18)
- Establishing expectations for learning, (Action # 2, 16, 20, 21, 33)
- Student Study Team, Student Data Systems and progress monitoring in place, (Action # 5, 8, 22, 32, 34, 37)
- Weekly Data Team Meetings to identify students that need targeted support, (Action # 33, 34, 50)
- Multi-tiered systems of support, (Action # 14, 34, 45)
- Professional development instructional strategies to support our most vulnerable students, (Action # 6, 7, 21, 28, 29, 33. 34, 45)
- Weekly homework assistance, (Action # 3, 5, 8, 38)
- Tutoring, (Action # 3, 5, 38, 39)
- Afterschool/Saturday School Intervention, (Action # 38, 39)
- Distance Learning Teacher at each site (Action # 26)

Mental Health Services and Support

- Social-emotional learning professional learning and support, (Action #10, 43, 45)
- Additional Counselor/School Psychologist, (Action # 10, 14, 43, 44)
- Counseling services, (Action # 9, 10, 44)

Nutrition Services and Distribution

- Bus Stop/Home Delivery or Drive-Through meals will be available at both school sites during Distance Learning or Independent Study (Action #51)

Pupil and Family Engagement and Outreach

- Assisting parents with tips and tricks for educating their students at home, (Action # 9, 10, 30, 36, 41)
- Family outreach and individual check-ins with our most vulnerable students, (Action # 9, 30, 36, 46, 48)
- Tiered system of support for student engagement and attendance, (Action # 13, 14, 20, 41, 47, 48)
- Parent engagement, training, and effective communication, (Action # 30, 36, 41, 42, 46, 47, 48)
- Foster youth/homeless youth Liaisons/EL Coordinators (Action # 5, 22, 25, 31, 32, 35, 36)
- Attendance and Engagement Team (Action #48)

All actions and services will be provided on an LEA-wide basis in our small rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program. In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall

program. In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

- Review of survey results from stakeholder groups
- Review of one-on-one feedback from parents, staff, students, and community members
- Review of the CA School Dashboard student group report to identify which student groups need additional support
- Current local and state metrics with actions and services in place
- History of success with actions and service in district program
- Refinement of district programs to improve services to students
- Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of Socioeconomically disadvantaged, Foster Youth, Students with Exceptional Needs, and English Language Learning students.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to support our most at-risk students. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first trimester/quarter. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

For the 2019-20 school year, the District's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner was approximately 93%. Our District will receive approximately \$3,054,814 in supplemental and concentration funding, \$324,133 CARES funding, and \$1,299,212 COVID Relief Funding in fiscal year 2020-21 to provide improved or increased services for identified students.

The District proposes to spend the increased funding of \$1,623,345, to serve and support English Learners, Homeless/Foster Youth, Students with Exceptional Needs, and Low Income students primarily. The actions listed above show how we have increased and improved services for our most vulnerable student groups. The District will allocate 100% of our increased apportionment to implement services to support increased services in the following areas: Technology Access and Support, Learning Loss Mitigation, Mental Health Services and Support, Nutritional Services, and Pupil and Family Engagement and Outreach.

